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ABSTRACT

This annotated bibliography focuses on recent children's literature that deals with other cultures. The books in the bibliography are set in or about Africa (29 selections), Ancient Egypt (3 selections), East Asia (20 selections), India (7 selections), Latin America (3 selections), Middle East (5 selections), and Russia (9 selections). The bibliography also provides extensive lists of online resources of catalogues/publishers, reviews/journals, fairy tales/folklore, awards, general online guides and resources, area-specific sites (Africa, India, Latin America, Russia, and Southeast Asia), human resources, and online lesson resources. (BT)

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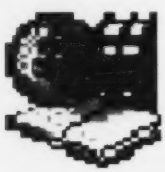

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Bibliographies and Annotations from Speakers and Class Participants

Africa

- **African Studies Association Award Winning Books -- compiled by the Center for African Studies.**

Award Granting Criteria

1. books should be expressly written for children ages 4-18
2. at least fifty percent of the book's content should be about Africa
3. books with content primarily about African Americans are not eligible
4. books should be copyrighted by December of the year preceding the award ceremony (e.g. only books with a copyright date of 2000 are eligible for the 2001 award.)
5. books should be published or republished by a U.S. publisher

Nomination Process

Nominations are open to U.S. publishers of children's books. Foreign titles republished by U.S. publishers are also eligible. Nominations are made directly by publishers, who may nominate as many separate titles for a given year's competition as they desire. Each book is read and evaluated by a committee of African Studies scholars. Reviews of nominated titles are posted on: H-AfrTeach <www.h-net.msu.edu/reviews> and Africa Access Review <filemaker.mcps.k12.md.us/aad/>.

Books

- **Mollel, T. (1999). *My Rows and Piles of Coins.* New York: Clarion Books.** ISBN 0-395-75186-1

  Winner of the 2000 African Studies Association Children's Book Award

  Subject: Tanzania / East Africa / Fiction

Summary: A Tanzanian boy saves his coins to buy a bicycle so that he can help his mother carry goods to market, but then he discovers that in spite of all he has saved, he still does not have enough money.

Reviewer: Brenda Randolph, Africa Access

In 1995 author Tololwa Mollel and illustrator, E.B. Lewis created *Big Boy*, a charming fantasy about a Kiswahili-speaking child with magical powers. Named an Honor book by the African Studies Association, the picture book provided a realistic framework for the boy's mythical adventures in and around a Tanzanian town. Their delightful new collaboration, *My Rows and Piles of Coins* is also set in Tanzania. In this story, the protagonist is a Maasai boy, living in a rural northern area. Drawing on his childhood, Mollel has fashioned a story that is universal in appeal and particular in details. Most children's books about the Maasai reinforce stereotypes by highlighting exotic information about the lifestyles of cattle-keeping Maasai. This book provides a refreshing look at the more typical experiences of a family engaged in farming and trade. Father grows an export crop (coffee), mother markets other crops, and their son Saruni helps them both, especially his mother. Using an old squeaky wheelbarrow he hauls his mother's beans, corn, pumpkins and other crops to market. Industrious and thrifty, he saves the coins he earns helping mother, patiently waiting for the day he can buy the bicycle he has his heart set on.

Periodically he counts his coins, placing them in rows and piles. Eventually, he gets a bike but it is not new and it comes to him in a surprising way. He shows no disappointment. He is delighted he has a bike of his own, one that he can use to help his mother. This is a wonderful book to share with children. The setting is authentic, the characters are admirable, and the resolution is inspiring and noble. Saruni is a boy to emulate. Like his parents, he is kind, generous, and good-natured. The story also presents opportunities for discussing a number of topics. We learn, for example, that some parts of Africa are chilly during North America summers, that women play important economic roles in the family and community, and that a bicycle can be an important economic asset. Lewis' muted illustrations complement and extend the text. As always, his careful research of place and people is reflected in his pictures. A glossary of Maasai terms and author's note about Tanzanian currency complete the book. Every elementary school will want a copy of this one.

- **Daly, Nikki (1999). Jamela's Dress. Farrar, Straus & Giroux. New York.** ISBN 0-374-33667-9

  "Notable Book" of the 2000 African Studies Association Children's Book Award

  Subject: South Africa / Fiction

  Summary:
  Jamela, a young South African girl, gets in trouble when she takes the material intended for a new dress for Mama, parades it in the street, and allows it to become dirty and torn.

  Review: None Available.

- **Njeng, Pierre Yves (1999). *A Vacation in the Village.* Njeng Boyd's Mill Press (1999).** ISBN 1-56397-768-0

  "Notable Book" of the 2000 African Studies Association Children's Book Award

  Subject: Cameroon / West Africa / Fiction

  Summary: A boy discovers and takes pride in the customs of his people when he visits his family's village.

  Reviewer: Donnarae MacCann, University of Iowa

  Traveling from city to countryside is not a deep subject, but it serves as an ideal springboard for Pierre Yves Njeng, an accomplished colorist, in Vacation in the Village. His town-to-country storyline becomes a richly visualized excursion. As for the narrative journey, it highlights small tensions confronted by young children, as, for example, when they face the unknown. Njeng treats these tensions respectfully. His young hero, Nwemb, leaves behind friends and toys to visit grandparents in the interior. His fears about loneliness and boredom are soon dispelled since the family has arranged for a boy to meet his train and become a constant companion. From this point, the tale is a "buddy" story — a chronicle of boys fishing, tree-climbing, and crafting toys from bamboo. Beyond such simple pleasures, Njeng introduces less tangible satisfactions: the closeness within an extended family, the generosity that accompanies friendship (Nwemb's new buddy presents him with a pet turtle), the special coziness of wood fires, kerosene lamps, and grandfather's tales of ancestors and forest magic.

Life for a child in Cameroon is a good life whether it means an urban school, modern kitchen, and automated toys, or, on the other hand, a corn field, forest, and fishing hole. Urban and rural settings have beauties of their own, and over all is the beauty of a caring family. These settings and characters are a good starting point, but the essential language of a painter is visual. Njeng uses a palette of rich colors and paints bold and delicate shapes as a means of producing the warmth and solidarity of his theme. Using this pictorial technique, he highlights body language rather than facial detail (as, for example, in his orchestration of human figures and the limbs of an enormous tree). Additionally, he lets bits of white serve as accents, as in a pair of shorts and especially in the many patterned textile designs in garments, bedclothes, and curtains. Nothing interferes with this overall aesthetic conception. All viewers (young and old) can join in appreciating Njeng's painterly proficiency and radiant personal style (although the publisher pinpoints ages four to eight as the primary age range). Looking at this book in a larger context, I must add that Njeng's work is a welcome antidote to the books with an anti-African bias. Njeng's treatment of African experience is far removed, for example, from the condescending caricatures that populate *Niki Daly's Not So Fast, Songololo* (1985) and *Charlie's House*(1989). Daly's work emphasizes backwardness, incompetence, and low aspirations in indigenous South Africans. His White-over-Black subtexts override his attempts at humor. Yulisa Amadu Maddy discussed in 1995 the problems in *Charlie's House* "The message here focuses on . . . the so-called `backwardness' of a boy who revels in the creations he can make from mud . . . Is it true that Africans are content to live in squalor and play in open sewers?" (p. 125). In contrast to Daly, Pierre Yves Njeng is true to a multicultural perspective. As a Black artist with African subjects and settings, he joins Veronique Tadjo from Cote d'Ivoire (*Lord of the Dance*, 1988) and African American artists John Steptoe (*Mufaro's Beautiful Daughters*, 1988), Terea Shaffer (illustrator of Angela Shelf Medearis's *The Singing Man*, 1994), and Kathleen Atkins Wilson (illustrator of David A. Anderson/ SANKOFA's *The Origin of Life on Earth: An African Creation Myth*, 1993). E. B. Lewis (illustrator of T. Obinkaram Echewa's The Magic Tree: A Folktale from Nigeria , 1999). American artists should be recognized as among the standard bearers for African picture books.

Work Cited Maddy, Yulisa Amadu. "Through African Eyes: An Interview with Yulisa Amadu Maddy About RecentPicture

Books" in African Images in Juvenile Literature: Commentaries on Neocolonialist Fiction by Yulisa Amadu Maddy and Donnarae MacCann. Jefferson: NC: McFarland and Co., 1996. (Originally published in the Wilson Library Bulletin, June, 1995.) Copyright (c) 2000 by H-Net, all rights reserved. This work may be copied for non-profit educational use if proper credit is given to the author and the list.

- **Ahiagble, G., Meyer, L., & Hernandez, N. (1998). *Master Weaver from Ghana*. Seattle, WA: Open Hand Publishing.** ISBN 0-940880-61-X.

  Winner of the 1999 African Studies Association Children's Book Award

  Subject: Ghana/ West Africa / Art / Kente cloth / Hand weaving / Ewe

  Summary:
  A contemporary male weaver from Ghana explains how his people maintain the tradition of weaving, including an explanation of the strip weaving of Kente cloth and its importance in their Ewe culture.

  Review: None Available.

- **Paye, W. & Lippert, M.H. (1998). *Why Leopard Has Spots: Dan Stories from Liberia.* Golden, CO: Fulcrum Publishing. (il.Ashley Bryan).** ISBN 1-55591-344-X.

  Winner of the 1999 African Studies Association Children's Book Award

  Subject: Liberia / West Africa / Folklore

  Reviewer: Kathryn, Z. Weed, Department of Learning, Literacy, and Culture. California State University – San Bernardino

  Why Leopard Has Spots presents six of the oral tales that Won-Ldy Paye (pronounced One Day Pay) heard from his storyteller grandmother are presented in this collection. Three of them, including "Why Leopard Has Spots," "Mrs. Chicken and the Hungry Crocodile," and "Why Spider has a Big Butt" are pourquoi tales explaining the reasons for phenomena such as the leopard's spotted coat, chicken's bathing in puddles, and

spider's distinctive shape. The other three—"The Talking Vegetables," "The Hunger Season," and "Spider Flies to the Feast" feature the trickster Spider and his (mis)adventures. Some of the stories have morals, others are for entertainment. Each story is about three pages long, except for the 8-page "Spider Flies" which, as Won-Ldy explains in the afternotes, is a story that has "no head and no tail" because it can go on forever. Each story is dramatically illustrated by Ashley Bryan's black-and-white linoleum prints. For anyone interested in African tales, this book is a "must-have." The stories in themselves are delightful to read both silently, and, since they spring from the oral tradition, aloud. But in addition to the stories, the book is a treasure-trove of information. Won-Ldy presents himself in the Introduction and briefly takes us through his life growing up in Tapita in northeastern Liberia. He introduces us to his family, the "tlo ker mehn" (story-tellers), and specifically his grandmother. There is a map which locates Liberia in Africa and Tapita in Liberia. After the stories, Won-Ldy again talks to us, giving general information about Dan stories and then information about each story individually. The following Glossary not only includes definitions, but also provides explanations of elements of the Dan culture, for example, the "Great Spirit", the most important spirit to the Dan, and her role in the community is described, accompanied by a photograph. "Ma kpon", a Dan counting game, is not only described but is also explained so that readers could try it out themselves. Palm nuts play an important role in the community as evidenced by the explanation of their harvest and procedures to make palm oil. For further reading about the Dan, Liberia, and African-American games for children, a Bibliography is provided. Lastly, there are interesting biographies of the two authors and the illustrator. I highly recommend this book. It is appropriate for elementary and middle school readers, although high school readers interested in branching out to new cultures would find this an excellent beginning for background in a specific African group. Copyright © 1999, H-Net, all rights reserved. This work may be copied for non-profit educational use if proper credit is given to the author and the list.

- **Wilson-Max, K. (1998).** ***Halala Means Welcome: A Book of Zulu Words.*** **New York: Hyperion Books.** ISBN0-7868-0414-9

"Notable Book" of the 1999 African Studies Association Children's Book Award

Subject: South Africa / Fiction

Reviewer: Mark P. Snyders, Howard Pim Library, University of Fort Hare.

This book is wonderfully illustrated with its bold colors and images. Children will find it particularly interesting, since the characters illustrate the Zulu words while at play. The book also contains a useful glossary which will show children how to pronounce the Zulu words (a little knowledge of Zulu pronunciation is necessary here though). This book is recommended for children between the ages of 3 and 7 years as well as for older children and adults starting to learn Zulu. The author does accomplish his mission of teaching Zulu words, but the book lacks any cultural emphasis. Neither of the two characters have traditional names (Michael and Chidi), the meanings of which should have been explained. Although Zulu is correctly identified as a language spoken in South Africa, it is in fact one of eleven official languages spoken of which Zulu is mainly spoken on the east coast. These shortcomings are minor. Overall, this is a really great book for kids, and for parents and teachers to read to them. This work may be copied for non-profit educational use if proper credit is given to the author and the list.

- **McKee, T. & Blackhaw, A. (1998).** ***No More Strangers Now: Young Voices from a New South Africa.*** **New York: DK Ink Book.** ISBN 0-7894-2524-6

"Notable Book" of the 1999 African Studies Association Children's Book Award

Subject: South Africa / Apartheid

Summary: In their own words, a variety of teenagers from South Africa talk about their years growing up under apartheid, and about the changes now occurring in their country.

Reviewer: Manelisi Genge <gengeman@pilot.msu.edu>, Department of History, Michigan StateUniversity, East Lansing

This book is written by two persons from diverse academic backgrounds: McKee, a teacher and a journalist, and Blackshaw, an anti-apartheid activist, a former women's and civil rights advocate in the California legislature, and a photographer. Thus, the book itself could not be easily classified according to the academic disciplines: it is neither history nor an English novel. Educators at Middle and High

schools might find this book useful in teaching multiculturalism or diversity. The work is based entirely on the interviews with twelve teenagers representing various ethnic backgrounds of the South African society. The interviews were conducted by Tim McKee and Anne Blackshaw mainly in English and to some extent with the help of a translator for informants who preferred to express themselves in any of the many South African languages. The data was collected over a ten-month period, between 1996 to 1997. This book borrows its title from a poem by one of the renowned South African poets, Mongane Wally Serote, No More Strangers. The suitable audience for this work is both Middle School (ages 12-14), and High School (ages 15-18) students. The object of the book is captured in its authors' view, "we chose the twelve teens you will meet here not only because they came from a wide range of social, economic, ethnic, and geographic backgrounds, but also because they were able to speak openly about their experiences under apartheid and their attempts to carve out a role for themselves in the new South Africa" (p. xvi). In this sense, this book has managed to identify "the ordinary," to borrow Njabulo S. Ndebele's phrase, in the voices of the teenagers. And by so doing, it departures from a tradition of mainstream writing of the era of apartheid where the state and the white establishments in general occupy the center stage. It does not only focus on how teenagers experienced the apartheid era and on their views of the emerging post-apartheid South Africa, but also puts these teenagers at the center of the story as its narrator. Here, we see how the creation of space for teenagers to tell us their experiences and expectations in their own words, could provide us with a window to their world-view, instead of adults imposing theirs on teenagers. This work also breaks away from the genre of the literature of resistance or struggle against white domination in South Africa. Being the exception for this kind of literature, the authors are not concerned about the "other" in the shape of the all powerful minority white government. Instead, the book is concerned with how these teenagers have survived the apartheid era and how they perceive their future in the country. In this sense, these teenagers view themselves as "the generation that's the bridge from the previous South Africa to a new one" (p. xiv). The Introduction—written in simple, lucid language—provides a useful historical background of the country. The book's text also includes many pictures, which complement the main story. Teenagers from other countries will find it interesting to read narrators' tales on some things universal to teenagers' view on life. The work also provides us with a glimpse of the concept of ubuntu, which is interwoven

through the expressions of its main actors. The former Archbishop Desmond Tutu defines ubuntu as "the essence of being human ... It embraces compassion and toughness. It recognizes that my humanity is bound up in yours, for we can only be human together" (quoted by the authors of this book, p. xvii). In the post-apartheid South Africa, this concept of ubuntu is viewed as one of the foundations upon which reconciliation is to be forged. Then, indeed, if the teenagers in the country share such a view, there is reason for some of us to be optimistic about the future of the country, in spite of its ugly and inhuman past. This book has received the blessings of Archbishop Desmond Tutu, who has written its foreword. This is not surprising, for the book adds an aspect to Tutu's task of presiding over the recently completed work of the Truth and the Reconciliation Commission (TRC), a statutory body established by President Nelson Mandela's government in 1994 to investigate the gross human injustices or violations of the past during the struggle against apartheid governments. The book partially chronicles the experiences of the teenagers, that do not fall within the category of the gross human violations during the apartheid era—as defined in Tutu's terms of reference for his TRC. By so doing, it provides its informants with a forum from which to express their past experiences and optimism about the future, a platform which was not provided for in Tutu's TRC. (The report of Tutu's TRC came out toward the end of 1998). The work could have benefited from insights of other published works. Although it is interesting to read about what one would call "teenagers' naiveté" and enthusiasm as captured in this work, it is also important to recognize that such teenager naiveté and enthusiasm usually give way to other established ways or norms of life. To put it differently, teenagers ought to be made aware of other societal forces which mold and shape their views about life, as they become older. And the work under review has failed to provide its audience with such forces. And this stems from the point that the authors of this work neglect any published works from which to illuminate their story. Teenagers could make fundamental changes in their lives as grown-ups, if they have a background knowledge of what they want to transform and how others before them have either attempted to do so, failed to do so or did not try to change anything at all. Therefore, both the actors of this story and the larger audience, especially teachers who would wish to use this book in their classes, could overcome this book's deficiency by reading some of the following works: Ndebele as cited above; J.M. Coetzee, Waiting for the Barbarians, New York: Penguin Books, 1982 edition; Bloke Modisane, Blame Me on History, New York:

Simon & Schuster, 1990 edition; and (though not concerned with South Africa, it has relevance to the era under discussion) Lillian Smith, Killers of the Dream, New York: W.W. Norton, 1978 edition. There are other minor and technical aspects of the book which I would like to draw our attention to: On certain parts this book employs dated phrases such as "nonwhite" (p. xv). It would be helpful to readers to periodize, that is, to insert dates of the events on the paragraph which begins with the word, But, on (p. 2). I am of the opinion that the correct spelling is "Nofezile," instead of "Nofozile" (p. 30). The latest orthography is "isiXhosa," instead of "Xhosa" (p. 38). The South African government unbanned the anti-apartheid organizations in 1990, and not in 1991 (p. 46). "Afrikaners" instead of "Afrikaans" (p. 98). There is no need to write the word, "white," since there is a reference to the British and Afrikaners (pp. 97-98). Of course, it could be pointed out that these two groups were not the only whites in South Africa. The authors should write, "apartheid is" instead of "apartheid's" (p. 100), and insert the word, "of," in "I think people ... my age" (p. 101). This reviewer is troubled by the use of the term "New" when referring to post-apartheid South Africa. I have discussed my reservations on this usage elsewhere. (See my review for H-AfrTeach from June 1998, on Tim Nuttal, et al., *From Apartheid to Democracy: South Africa, 1948-1994*.) When does a country become new? Notwithstanding the above shortcomings of this work, I would recommend it for teaching multiculturalism or diversity to High School students with South Africa as a case study. It opens up a new kind of literature in post-apartheid or post-colonial South Africa which targets teenagers as its audience. However, the book ought not to be taken as a textbook on South African history, for it lacks historical grounding. It would be helpful for both teachers and students to read it together with one or more supplementary materials, for example, including the ones I have mentioned above. This work may be copied for non-profit educational use if proper credit is given to the author and the list.

- **Naidoo, B. (1997). *No Turning Back: a Novel of South Africa.* New York: HarperCollins.** ISBN 0-06-027505-7

  Winner of the 1998 African Studies Association Children's Book Award

  Subject: South Africa / Fiction

  Reviewer: Patricia S. Kuntz, Madison, Wisconsin

Beverley Naidoo has written many books about adolescents growing up in South Africa. Her own experience as a privileged youth in apartheid South Africa led her to re-evaluate her own values and to become involved in anti-apartheid activities that led to exile in England. *No Turning Back* addresses the problems of post-apartheid South Africa. Although a new regime governs the country, changes in the economy, society, and education have not filtered down to the poor as quickly as anticipated. Young adolescent boys still find that poverty and crime in the townships are too much to endure. Sipho like other boys flees Soweto and goes to middle class neighborhoods in Johannesburg where he can live with a group of young sidewalk entrepreneurs. To stave off the cold temperatures, Sipho begins to (inhale) "iglue." Sipho's second job involves advertising T-shirts in front of "Danny's Den." His payment is in kind (food, lodging, and schooling) rather than money. Despite his improved lifestyle, this arrangement keeps him still dependent. Finally, Sipho goes to a shelter where he can live and attend school, he returns to Soweto only to visit his mother. No Turning Back contains a hopeful message for South African youth. As one of the few novels about adolescents in new South Africa, it portrays Nelson Mandela's vision through Sipho for a more tolerant country. Sipho feels confident that he will land a good job and contribute to the racial and economic integration of the country.

- **Kurtz, Jane & Christopher. (1997). *Only a Pigeon.* New York: Simon & Schuster. (il. E.B. Lewis).** ISBN 0689-80077-0

  Winner of the 1998 African Studies Association Children's Book Award

  Subject: Ethiopia / Fiction / East Africa

  Summary: This is a warm and wonderful picture book about Ondu-ahlem, a young boy in Addis Ababa, Ethiopia who makes raising pigeons the centerpiece of his life. One unique aspect of this story is the wealth of information on domesticated pigeons. However, a word of caution about pigeon feeding is necessary.
  Reviewer: Brenda Randolph, Africa Access

  Jane Kurtz is the author of several fine picture books about the Horn of Africa including *Fire On The Mountain*, *Pulling The Lion's Tale And Trouble. Only a Pigeon*, co-authored with her brother Christopher, is another winner. It is a warm and wonderful story about Ondu-ahlem, a young Ethiopian boy who

makes raising pigeons the centerpiece of his life. Ondu-ahlem is a resourceful boy who lives in the poorer section of Addis Ababa, Ethiopia's capital city. The absence of toys appears to have stimulated rather than hampered Ondu-ahlem's creativity. He builds a comfortable environment for his pigeons and trains them to head for home when released. Ever vigilant, he protects them from creatures such as cats and mongeese that view a fat pigeon as simply a good meal. His love for pigeons helps him transcend his physical surroundings and the long hours he works after school as a shoe shine boy. The unique aspect of this story is the wealth of information on domesticated pigeons. According to Alfred Goodwein, a pigeon fancier who has raised these birds for over forty years, the text and pictures accurately depict various aspects of pigeon behavior and care. The competitive yet bonding relationship shown between Ondu-ahlem and his friends who raise pigeons also struck a familiar chord. However, Goodwein issues a word of caution about a practice shown in the story. The book depicts Ondu-ahlem using his own mouth to feed grain to an orphaned baby pigeon. This practice can lead to the transmission of moniliasis or candidiasis; a yeast infection pigeons can transmit to humans. Goodwein recommends the use of an eye-dropper and hand-feeding to accomplish the task instead. Aside from this, the authors have done a good job of imparting pigeon lore. The depiction of urban life in Ethiopia is outstanding. Their experience in Ethiopia (they spent their childhoods in the country) gives their work a level of authenticity rarely seen in picture books on Africa. The illustrator, E.B. Lewis, who beautifully illustrated Jane Kurtz's Fire *On The Mountain*, has done an excellent job with this book as well. Dr. Messay Kebede, an Ethiopian, describes Lewis' muted watercolor paintings as "familiar" and "very characteristic" of life in Addis Ababa. In sum, this is an accurate and touching snapshot of life in Ethiopia. Educators and parents can use it to balance the pictures of famine and war that have dominated Western images of Ethiopia. A glossary of the Amharic terms used in the story is included.

- **Sisulu, E. (1996). *Day Gogo Went to Vote.* Boston: Little, Brown & Co. (il. Sharon Wilson)** ISBN 0 316 70267 6

  Winner of the 1997 African Studies Association Children's Book Award

  Subject: South Africa / Fiction

Summary: Thembi and her beloved great-grandmother, who has not left the house for many years, go together to vote on the momentous day when black South Africans vote for the first time.

Reviewer: Lesego Malepe, Wheaton College

April 26, 1994, was the day of South Africa's first democratic elections. This is the moving story of that historic day told through the eyes of a six-year-old girl, Thembi, who accompanies her grandmother, Gogo, to vote for the first time. It captures vividly and in simple but powerful language the magic of that day. The book will appeal to a child's easy sense of wonder. People went to great lengths to vote. Everyone is surprised when Gogo, who had not left the house for a long time announced she was going to vote. It is a moment everyone has been waiting for. When Gogo says she wants to vote everyone tries to discourage her since she is frail, but Gogo insists, and asks, "You want me to die not having voted?" Gogo says she will vote, "no matter how many miles I have to walk, no matter how long I have to stand in line." The whole community is involved; a rich neighbor gives Gogo a ride in his car. At the polls, everybody cheers because, at 100 years old Gogo is the oldest voter. This beautifully illustrated book not only captures an important moment; it also shows a community and how people are connected. It is also hopeful. Whereas in the old days, when Gogo went to the pensions office she was treated rudely, in the new South Africa she is treated with the respect due someone her age. The book ends with parties and Gogo's picture in the paper. Both children and adults will enjoy this touching story.

- **Feelings, T. (1995). *Middle Passage.* New York: Dial.** ISBN 0-8037-1804-7

  Winner of the 1996 African Studies Association Children's Book Award

  Subject: Africa / Diaspora / Slavery

  Summary: This powerful and evocative book of the passage of captives from Africa to the Americas is sure to be the basis of much thinking and discussion.

  Reviewer: (not specified)

  This powerful and evocative book is sure to be the basis of much thinking and discussion. The preface by the artist is a moving account of the thoughts, feelings and experiences that went into what he describes in Paule Marshall's words: "the psychological and spiritual journey back in order to move

forward". He felt compelled to tell, in the medium he knew best, the story of Africans torn from their home, their pain, their strength, and the joy that endured despite the suffering. John Henrik Clarke brings his considerable academic knowledge to the introduction. His words bear the stamp of that authority while they vividly convey the experience of the slaves in the middle passage, an experience that left as indelible a stamp on captain and crew as it did on the human cargo. Neither of these short texts can be read without a sense of anger and horror. It is the paintings themselves that will stay in readers' minds. Anyone who has been to Africa knows that color is its essence. These black, white and gray scenes have a dreamlike quality, evoking the nightmare of Africa's worst time. The picture story begins with relatively realistic scenes of raids on villages. As people are led away from their homes in chains the paintings become more complex. The white slavers are nearly ghostlike, their cruelty both manifestly real and symbolic of all evil. As the journey progresses, the symbolism in the paintings reaches new levels. A cross-section of the ship, with its cruelly cramped cargo is shown cradled in the arms of an African mother; the top view of the ship, showing in outline the crowded bodies chained down with only inches between them, is seen propelled forward, borne by a chained African man. The cramped, terrible conditions continue; people die, still chained to the barely living. Some rebel, many more die. This is a book that will challenge all readers. It must be read; it must be talked about. It won't be easy.

- **Rappaport, D. (1995). *New King.* New York: Dial. (il. E.B. Lewis)** ISBN 0 8037 1460 2

  Winner of the 1996 African Studies Association Children's Book Award

  Subject: Madagascar / Southern Africa / Folklore

  Summary: Young Prince Rakoto learns to cope with his father's death.

  Review: Not Available.

- **Hoffman, M. (1995). *Boundless Grace.* New York: Dial. (il. Caroline Binch)** ISBN 8037 1715 6

  "Notable Book" of the 1996 African Studies Association Children's Book Award

Subject: Gambia / West Africa / Fiction / Diaspora

Summary: In this sequel to *Amazing Grace*, young Grace goes to visit her father and his new family in Gambia, West Africa.

Reviewer: Brenda Randolph, Africa Access

In the picture book *Amazing Grace*, children were introduced to a spunky little African American girl named Grace. In this sequel, she travels to Gambia, West Africa to visit her father and his new family. This is a simply told but multi-layered story of direct and subtle messages. The obvious message is that "families are what you make them." The more subtle message suggests that parents should maintain family bonds despite divorce. The pivotal issue for Grace is the absence of her father. Grace lives in a warm extended family with a mother; a grandmother and a cat called Paw-Paw. Yet, as she tells Nana, "Our family's not right. We need a father and a brother and a dog." At times, Grace even denies that she has a father. A trip to Banjul, Gambia helps Grace come to terms with her father and understand that there are many types of families. Grace does a lot of growing in this story. She overcomes jealousy, homesickness, and the fragmented feeling children in separated families often experience. Caroline Binch's expressive illustrations perfectly mirror Grace's emotions. Grace is the central character of the book and children will naturally focus on her actions and feelings. Teachers will have to help students see the heroic role the adults play in the story. After reading the story, the teacher might ask the children to study the adults and explain how each acted in Grace's best interest. The book can also spark a discussion about the various types of families. Grace is disturbed by books that show only one type, a mother, a father, a boy and a girl. At the conclusion of her trip to Gambia, she resolves to find books about families like hers and write her own story. Students can follow Grace's example by identifying books that showcase alternative families and they can write their own stories as well. Teachers will also have to help students see commonalties between Gambia and the U.S. Grace focuses on activities and objects that are different from home. Teachers should encourage students to study the illustrations for similarities (e.g. there are trucks, sodas, telephones, an airport). The Gambian setting is not essential to the events in the story. It is gratifying, however, to see a beautifully illustrated book that depicts an African country in a non-stereotypical and authentic manner. According to the book blurb, Binch traveled to Gambia twice to collect images for the illustrations. Her effort to achieve authenticity is evident to Gambians. Howard University professor Sulayman Nyang, a former resident of Banjul, found the illustrations accurate in almost every detail. This is a carefully crafted book. Succinct text, wonderful illustrations, and a much needed message make *Boundless Grace* a winner.

- **Mollel, T. (1995). *Big Boy*. New York: Clarion. (il. E.B.**

Lewis) ISBN 0 395 67403 4

"Notable Book" of the 1996 African Studies Association Children's Book Award

Subject: Tanzania / Fiction

Summary: Little Oli wants to be big enough to go bird hunting with his older brother but has to take a nap instead. Through the assistance of the magical Tunukia-zawadi bird, he becomes very big indeed.

Reviewer: Patricia S. Kuntz, Madison, Wisconsin

Tolowa Mollel belongs to one of Tanzania's minorities, the Maasai. Although he now lives in Canada, he has written several children's picture books about folktales that he heard in his youth. These include *The Orphan Boy*, *Rhinos for Lunch and Elephants for Supper!*, *The King and the Tortoise*, and *The Flying Tortoise*. This story is a common tale describing the results of a wish that becomes out of control. *Big Boy* illustrates the struggles with which younger siblings have to contend. In this story Oli wants to go bird hunting with his older brother instead of having to take a nap. Through the assistance of the Tunukia-zawadi bird, he becomes very big indeed. The outcome of Oli's wish to be bigger rather than older, subjects him to difficult situations. He learns a lesson concerning making unrealistic wishes. As a good storyteller, Mollel incorporates several important literary devices. First, he includes a supernatural animal —the Tunukia-zawadi bird — that makes Oli's transformation possible. Second, Mollel uses the sound of a drum to punctuate Oli's adventures. In addition, Mollel introduces young readers to Swahili through some common vocabulary. After all, Swahili is the official and national language of Tanzania. For teachers of Swahili, this book can be incorporated into a lesson on the family, folktales, or community. In the future, Mollel might consider a bi-lingual text English - Swahili. The watercolor illustrations of E.B. Lewis are realistic. He captures the feel and details of rural Tanzanian communities. The illustrations complement the text. Highly Recommended.

- **Hansen, J. (1994). *The Captive.* New York: Scholastic.** ISBN 0 590 41625 1

Winner of the 1995 African Studies Association Children's

Book Award

Subject: Ghana / West Africa / Asante / Slavery / Diaspora / Fiction

Reviewer: (not specified)

This perceptive historical novel contrasts two cultures, the Asante kingdom of Ghana and New England during the era of slavery. Inspired by the life of Olaudah Equiano (captured in the 18th century in what is now Nigeria), the novel tells the story of Kofi, a young boy who was kidnapped in what is now Ghana and enslaved in the U.S. One gains a sense of the comfortable life Kofi led in his homeland before he was captured and the wrenching pain he feels when he is torn away and crammed onto a slave ship. As Kofi describes his life in the new land, readers gain an interesting perspective of life in America and are able to contrast and compare the two cultures.

- **Cowen-Fletcher, J. (1994). *It Takes a Village*. New York: Scholastic.** ISBN 0-590-46573-2

  Winner of the 1995 African Studies Association Children's Book Award

  Subject: Benin / West Africa / Fiction

  Summary: On market day in a small village in Benin, Yemi tries to watch her little brother Kokou and finds that the entire village is watching out for him too.

  Review: Not Available.

- **McKissack, P. & F. (1994). *The Royal Kingdoms of Ghana, Mali, and Songhai.* New York: Henry Holt.** ISBN 08050 6708

  "Notable Book" of the 1995

  African Studies Association Children's Book Award

  Subject: Ghana / Mali / Songhay / Sudanic kingdoms / History

  Summary: A superb historical study of the western Sudan's middle period. The text is conceptually comprehensive, well-written, and sufficiently illustrated. It should be vigorously promoted as a principal text for students in secondary school.

The text is accurate, reliable, even in its treatment of controversial topics, and objective in its overall approach.

Review: Not Available.

- **Rupert, J. (1994). *The African Mask.* New York: Clarion Books.** ISBN 0 395 67295 3

"Notable Book" of the 1995 African Studies Association Children's Book Award

Subject: Nigeria / Historical fiction / Yoruba

Summary: Set nine hundred years ago in the ancient city of Ife, this novel intertwines a young girl's quest to be true to her talents with a richly detailed look at Yoruba culture and history.

Reviewer: Akinwumi Ogundiran, Boston University

African Mask tells a story about the Yoruba and makes lucid descriptions of their culture through the adventures of a girl, Layo, who grew up in the village of Abiri and came to the city of Ife with her grandmother. The one hundred and twenty-five page storybook consists of twelve chapters. In each chapter, the twelve year-old Layo is used as a 'mask' to reveal different facets of Yoruba traditions and culture. This young girl, talented in pottery-making and with a passion to become a great potter like her grandmother, is the main character of the story. The dominant theme which the book illustrates is traditional family life and marriage institution among the Yoruba, pointing out some of the features of polygons family life, and division of labor based on gender and age. Through the world of Layo's grandmother, we also know of the Yoruba respect for old age and the high value attached to hard work and skill. The important place of Ifa, the god of divinity, in decision-making among the Yoruba is also coherently presented although in a simplified fashion. For example, the decision of Layo's parents to allow her to go to Ife was based on the approval of the Ifa oracle. Success and progress are exalted and appreciated but boastful attitude is highly abhorred. Modesty is therefore considered a point of emphasis in the *African Mask*. One of the enriching qualities of the book is that it takes on the role of social commentator at convenient stages of the story. In pages, 46, 52, 56, and 104-106, the author examines the traditional practice of 'slave' ownership in ancient Yoruba society. The difference in the concept and practice between the Yoruba

situation and the later practice of slavery on the other side of the Atlantic is perhaps the reason the author prefers to use the Yoruba word "eru" rather than the literal and inadequate translation in English-language, "slave." Moreover, in a subtle and sensitive manner, the positive and negative aspects of polygyny are examined. Lack of pictures in the book is compensated for by the explicit and dramatic descriptions of places and events by the author. With Layo and her cousin, the reader is taken on a historical excursion around Ife with visits to the monumental palace of the king, the market and the Oranyan staff.

We also learn of the techniques of bronze-casting by the "lost-wax" method. The highlight of the concluding chapter is the dramatic description of the judicial system of the Yoruba which is shown to be of three hierarchical levels. In ascending order, they are the family compound, the quarter, and the city, respectively presided over by the compound head, the quarter chief, and the Oba (king). The pageantry of the kingship institution is also vividly described. *African Mask* is set in the context of Yoruba historical and cultural reality which dates to the beginning of this millennium. The story is, however, not restricted to the historical past, it adequately reflects the present. Abiri is real, it is a flourishing village about twenty-five kilometers from Ife. Ile-Ife, the proper and full name of the city, has grown beyond its ancient walls and has been the home of a modern university in southwest Nigeria for the past 30 years. Yet, Ife maintains its traditional aura as the center of the Yoruba world and place of origins of their civilization. The Oranyan staff is still standing; Ita Yemoo compound is still existing; the grandeur of the palace and its arts continues to be an enigma to visitors and the indigenes alike. Families of artists who practiced arts and crafts 1000 years ago continue to carry on the tradition. In these and other ways, Janet Rupert weaves the fabrics of the 8th and 20th century Yoruba culture together as a continuum of adaptive and manipulative entity. The story of Layo, her ambitions, and her concerns about marriage will also find many parallels in the lives of many present Yoruba young women. The organization of the book is superb. The arrangement of themes in each chapter and the style of writing make the book adaptable for stage-plays. This book will be of optimal use in the classrooms if students act out different portions. It is a splendid medium to learn in a simple way, many facets of Yoruba culture. For middle school pupils, teachers and adults, who are new to Yoruba studies, it is a doorway which will lead to further inquiries on many aspects of Yoruba culture:

dancing and music, folklore and history, divinity, the institution of eru and pawnship, the political system, arts and crafts, poems, the belief system and religion, the family system and polygyny, residential patterns, the place of women in society and above all, the history of origins of the Yoruba. These and many other themes are skillfully narrated in simple words.

That the author could open so many windows into Yoruba culture within such a short novel is an important achievement. What is much more amazing is that she does it so well. As a Yoruba and student of Yoruba studies, I find the book to be a realistic reflection of Yoruba culture and lifeways. I therefore strongly recommend the book for use in schools. It is an outstanding contribution to the expansion of the frontiers of African Studies in America. Janet Rupert is to be commended for a job well done, particularly considering that before writing this book she had never lived within a Yoruba cultural area.

- **Wisniewski, D. (1992). *Sundiata: Lion king of Mali.* New York: Clarion Books.** ISBN 0 395 61302 7

  Winner of the 1993 African Studies Association Children's Book Award

  Subject: Mali / West Africa / Sundiata

  Summary: The story of Sundiata, who overcame physical handicaps, social disgrace, and strong opposition to found the empire of Mali in the thirteenth century.

  Review: Not Available. (See the ORIAS page on this West African epic at http://ias.berkeley.edu/orias/hero/sunjata/

- **Anderson, D. (1991). *The Origin of Life on Earth: An African Creation Myth.* Philadelphia: Sights Production. (il. Kathleen Atkins).** ISBN 0-9629978-544

  Winner of the 1992 African Studies Association Children's Book Award

  Subject: Folklore / Mythology / Yoruba / Nigeria / West Africa

  Summary: This beautifully illustrated picture book tells of the adventures of Obatala, a Yoruba deity who descends from the sky to create the world.

Reviewer: Maureen N. Eke, Michigan State

David Anderson weaves an incredibly wonderful tale in his retelling of The Origins of Life on Earth. This story is based on the Yoruba creation myth. At last, we have a very good rendition of this story that is readable by children and adults alike. I recommend it for every child (K-12). The story is so dramatically told that it draws its reader to the imaginary world it creates. Obatala represents what is human in all of us - - children's inquisitiveness and desire for adventure. The author and illustrator demonstrate their sensitivity to some of the current issues in the society today, such as gender and multiculturalism. The introduction provides a necessary background for locating the story culturally and geographically. My suggestion is to add a map of Africa with Nigeria or Ife (the home of the Yoruba) identified. It is not enough to mention "west and north of the Niger" delta without showing the region on a map, as some of these readers may not know where the Niger is in the first place. This weakness not withstanding, the book is well done. The non-gender specific nature of the "all powerful" Olurun is commendable, for it emphasizes the need to recognize that powerful figures can belong to either gender. Appreciation is shown for all kinds of people, whether they have twisted legs, partial fingers, complete body parts or plugged ears. The authors suggest the common origin of all people. In addition to the wonderful narrative, the book is dramatically well illustrated. Kathleen Wilson, expresses the current desire for an affirmation of African roots within the African American community through a splash of colors that brings to life the beautiful designs of African textiles. Not only is the story endearing, but also the colorful illustrations are so well coordinated that one can almost "see" the beautiful shades of the African landscape. This book is highly recommended.

- **Rosen Publishers (1991).** ***Apartheid: Calibrations of Color.*** **New York, NY: Rosen Publishers.** ISBN 0-8239-1330-9

  "Notable Book" of the 1992 African Studies Association Children's Book Award

  Subject: South Africa / Literature / Apartheid / Southern Africa

  Summary: An assemblage of short stories, plays, photographs, and essays about South Africa.

  Reviewer: Brenda Randolph, Africa Access

This assemblage of short stories, plays, photographs, and essays provides a penetrating and pithy look at South Africa. The book opens with Norma Kitson's "Masimba," a boisterous selection that ridicules South Africa's "homeland" policy. The book ends with "Don't Dance," a description of the founding and fortunes of "Shifty Records," a recording company that provides an outlet for banned music. Sandwiched between these two pieces are works that provide a representative sampling of the life experiences of the oppressed of South Africa. An additional and valuable contribution is Frank Brown's riveting account of the student divestment campaign at Columbia University. Also, Zoe Wicomb provides a look at the international dimensions of apartheid in her poignant,"In the Botanic Gardens." For historical balance there is Achmat Dangor's "Places of Stone." This short story examines social and economic relationships engendered by slavery. It explodes the myth of a "benign" slave system in colonial South Africa. This excellent volume should find widespread use in secondary schools.

- **Ahiagble, Gilbert and Meyer, Louise. Photographs by Nestor Hernandez.** ***Master Weaver from Ghana.*** ISBN# 0-940880-67-X
  Grades K-3
  Gilbert "Bobbo" Ahiagble, a contemporary male weaver from Ghana, explains how his people maintain the tradition of weaving. This book is filled with wonderful photographs which show a traditional job and its implements in the modern world. There is a bibliography, glossary and map included. (T. Gallagher, teacher)
  *****
  Bobbo is a traditional weaver from Ghana, where his ancestors have been weavers for generations. His son learns from him, as he learned from his father. Through his son's eyes, the reader experiences life in the small fishing village of Denu. The young boy learns that in life, just as in weaving, "one thread is weak, while threads woven together are strong." This book was selected as 1999's Best Book for Young Children by the African Studies Association. (A. Petrakis, teacher)

- **Cowen-Fletcher, Jane.** ***It Takes A Village.*** ISBN# 0-590-46573-2
  Grades K-3
  This story explains the Afircan Proverb, "It takes a village to raise a child." Yemi is given charge of her younger brother Kokou, on a market day in a small village in Benin. While Yemi purchases peanuts for her and her brother, Kokou becomes separated, but not unwatched because the other villagers watch out for and take care of him. There is a very good pattern ("But he was not") in this story which would be good for kindergartners and first graders. An author's note about markets and their importance to village life is included. The illustrations and text are very respectful of the culture and the importance of community. (T. Gallagher,

teacher)

- **Dayrell, Elphinstone.** ***Why The Sun and the Moon Live in the Sky.***
  ISBN# 0-590-44475-1 (picture book)
  Grades K-2
  This is an excellent representation of Southern Nigerian Folklore. It is a delightful story explaining how the Sun and the Moon made it into the sky. At the end of the story is a note explaining how the illustrations were taken from many tribes in Africa and is not representing any particular African country, even though the oral story itself was taken from the Efik-Ibibio peoples of Southeastern Nigeria. It is important that at the end of this story, a teacher discuss with the students that this is folklore and is a story of the distant past. This story does not represent or intend to represent modern day Nigeria. This story is also interesting because it is presented as a dramatization by people of the folktale. (Z. Salameh, teacher)

- **Hoffman, Mary and Binch, Caroline.** ***Boundless Grace.*** ISBN# 0803717156. (picture book)
  Grace, first introduced in Amazing Grace as a spunky, budding actress, has an adventure in Africa. This story contrives to reunite Grace with rich Papa who now lives in the Gambia with a new wife and two kids. Though this seems a bit unrealistic, the reader gets a chance to see Grace, with the help of Nana, grapple with the idea of two families, one of which is a step-family. It also gives the reader a window in the Gambia, though you'll have to take out your own map to see where that is. Details in the text and illustrations will provide plenty of material for discussion of the culture.
  This book is appropriate for use with k-3. Social Studies - Families. Africa/The Gambia. (?)

- **Mollel, Tololwa M. Illustrated by E. B. Lewis.** ***My Rows and Piles of Coins.***
  ISBN# 0-395-75186-1 (picture book)
  Grades K-5+
  A determined and likeable Tanzanian boy works at various ways to earn money to get what he wants. Many American children with the same sort of desires will understand and appreciate him. His family-oriented point of view is refreshing. Realistic, well done illustrations. (S. Hott, teacher)
  *****
  Mollel draws on his own Tanzanian childhood for the story of Saruni, a boy who works and saves all his coins for months and months, dreaming of buying a bicycle- only to discover that he does not have enough money. Eventually a selfless act of another inspires his own selflessness. (A. Petrakis, teacher)

- **Onyefulu, Ifeoma.** ***A Triangle for Adaora: An African Book of Shapes***
  ISBN# 0-525-46382-8
  Grades K-2
  Using things found in the environment -natural and manmade-, different shapes are identified: star, paw-paw, square, Apleasa (reed colander), rectangle, Agbada

(robe), cricle, elephant drums, oval, cowrie shell; heart, akwukwo ede (leaf), diamond, wrapper (dress pattern), semicircles, soup bowls, crescent, plantain, and a triangle hat. Non-English words are highlighted and defined in the text. The photographsshow a modern and urban environment. This is an excellent introduction for students in identifying common geometric objects in their environments. (T. Gallagher, teacher) *****

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This is a delightful book about two African girls discovering different shapes. Their quest is to search for triangles, but as they venture throughn their environment, they find many other shapes. This story includes materials that could be used for the following concepts or themes: math/shapes, geography, people, places, environment, family, customes, ceremonies, and traditions. (L. Morris, teacher)
*****

A young girl explores the meaning of this native tradition, introducing family members and explaining their ogbo's accomplishments. The color photos and first-person voice introduce concepts of sharing in an African village of contemporary times. (A. Petrakis, teacher)

- **Sicilu, Elenor Batezat.** ***The Day Go Go Went to Vote.***
Grades 1-4 (picture book)
This is an excellent book in its portrayal of modern South Africa. A grandmother, despite her health conditions, goes to the poles to vote. This is after South Africans fought for years for their right to vote and elect their own leader in South Africa. The author shows authentic life including how two members from the same family argue over the candidate that should win the election. The pictures are beautiful and support the portrayal of a modern Africa with modern clothes and technology. This book falls under the California State Framework for Social Studies Grade 2 strand: People Who Make a Difference. This book speaks of Nelson Mandela and governmental institutions. This book also emphasizes the importance of an individual's actions to make a difference. (Z. Salameh, teacher)
*****

A young girl accompanies her hundred-year-old great grandmother to the polling place in the first election in which black South Africans are allowed to vote. Infirm and housebound, Go Go is determined to vote and does so with a little help from her community. (A. Petrakis, teacher)

- **Wilson-Max, Ken.** ***Halala Means Welcome! A book of Zulu words.***
ISBN# 0786804149 (picture book)
Grades K-3
Begins with a large map of Africa, highlighting South Africa; a brief note about South Africa and Zulu; a glossary and pronunciation key are at the back. Michael and Chidi are modern day friends who live in South Africa. Chidi tells the reader all about a day when Michael comes to play at his house. The story is told on alternating page spreads with ones in between showcasing particular objects with their English and Zulu names. The bright bold pictures and scant text will appeal

to the youngest children. This book is appropriate to use k-3. Social Studies k-1 - Friendship, Citizenship. Language Arts 2-3 - Dictionary/Glossary skills; Syllables; Pronunciation Key. South Africa. (?)

Ancient Egypt

- **Cashford, Jules.** ***The Myth of Isis and Osiris.***
  Barefoot Books, Shambhala Publications, Inc., 1994. (picture book)
  The publisher notes that Barefoot Books publishes new and traditional myths whose themes relate to significant points in the passage of life. No original Egyptian text of this myth now exists, but the author based his re-telling on Plutarch's version. The book contains sample notes and other historical notes. There are wonderful pictures and color photographs; regrettably, however, the "Picture Acknowledgments" found on pages 28-29 do not contain a key for relating them to the book's many illustrations. (P. Harre, teacher)

  Sabudu, Robert. ***Tutankhamen's Gift.***
  Atheneum, 1994. Grades 1-6
  This is the story of a very young Tutankhamen who came to the throne of Egypt at age 9 or 10, in about 1350 B.C. The pictures are charming and help the book to have appeal for children as young as primary grades, and are created in a style appropriate to the period. The story teaches history, customs and beliefs in a very appealing manner. At the end there are excellent notes which add more to one's understanding of history. (P. Harre, teacher)

- **Stanley, Diane and Vennema, Peter.** ***Cleopatra.***
  Morrow Jr. Books, N.Y. (picture book)
  I would classify this one as a difficult picture book and would use it with older children and high school students. It fits well into the 6th Grade studies in ancient civilizations as well as high school English studies in the classics. This book has no page numbers. At least one-half of the book is illustration, mostly full-page. Because the pictures are extremely beautiful and exceedingly detailed, the reader could learn much about the times and culture by merely viewing the illustrations. The text is entirely narrative and is printed on a background of mosaic tiles throughout. It is a re-telling of Plutarch's history, which was only written about one hundred years after Cleopatra's time. There are ample historical notes, a glossary, fine maps and a bibliography. What a nice way to read history! (?)

East Asia

- **Bond, Ruskin.** ***Cherry Tree.***
  Honesdale, PA: Caronline House, 1991.
  Grades 3-6

- **Bond, Ruskin.** ***The Angry River.***
  London: Hamish Hamilton, 1972.
  Grades 3-6.

- **Bond, Ruskin.** ***Earthquake.***
  London: Julia MacRae, 1983.
  Grades 2-4

- **Buck, Pearl S.** ***The Big Fight.***
  New York: Day, 1964.
  Grades 3-5

- **Das, Prodeepta. I is for India.**
  Parsippany, JG: Silver Press, 1997. (Originally published by Frances Lincoln Lmt, London, 1996)
  Grades 1-3
  Author speaks of India's diversity and focuses on Orissa, her home state. Using the format of an alphabet book, the author provides information on languages, schooling, transportation, village life, festivals, family life, food and clothing, customs, dance and music, religion, agriculture, and wildlife. One factual error: the Author's Note incorrectly states that India is a continent. Highly recommended.

- **Gobhai, Mehlli.** ***Lakshmi: The Water Buffalo Who Wouldn't.***
  New York: Hawthorn, 1969.
  Grades 2-4

- **Gilmore, Rachna.** ***Lights for Gita.***
  Gardiner, ME: Tilbury House, 1994.
  Grades 1-3

- **Krishnaswami, Uma.** ***The Broken Tusk: Stories of the Hindu God Ganesha.***
  North Haven, CT: Linnet Books, 1996.
  Grades 3-5

- **Konigsburg, Elaine.** ***A View From Saturday.***
  Atheneum 1996 (Library binding); Aladdin paperbacks, reprint 1998.
  Grades 5-7

- ***Mantra.***
  London: Mantra Publishing, 1998. (email: mantrapub@aol.com)
  This catalogue of multicultural and dual language resources includes a list of myths and folk tales, informational books, novels, songs, picture books, and videos and CDRoms. In the U.S., write to Multicultural Books and Videos Inc., 28880 Southfield Road, Suite 183, Lathrup Village, Michigan 48076; tel: 800-

567-2220.

- **McNair, Sylvia.** ***India.*** Enchantment of the World Series.
  Chicago: Children's Press, 1990.
  Grades 6-10
  This book takes an objective perspective in introducing India's geography, history, people, and diverse culture. Referring to it as the most highly sophisticated country in ancient times, the author outlines India's contributions to science, mathematics, trade and shipping, and art and literature. Considerable space is given to ancient civilizations, something to which most books don't do justice. The book also discusses life in both urban and rural, modern and traditional, and rich and poor homes. This appreciative and factually correct account gives explanations for some complex situations: lure of traders to India, the impact of colonization on the economy, and the problems facing modern India. There are are a few factual errors: for example, two different outfits for women are both referred to as "sari."

- **Rose, Deborah Lee, adaptor.** ***The People Who Hugged the Trees.***
  Niwort, Colorado: Roberts Rineheart, 1990.
  Grades 1-4
  A highly recommended book about the preservation of trees. BAsed on an actual incident (in Rajasthan) when a group of villagers hugged the trees near their homes to prevent the king's men from cutting them. The axmen's clothing is not authentic.

- **Shalant, Phyllis.** ***Look What We've Brought You From India: Crafts, Games, Reciipes, Stories, and Other Cultural Activities from Indian Americans.***
  Parsippany, NJ: Julian Messner, 1998.
  Grades 1-5.
  Provides an appreciative introduction to the religious festivals and national holidays, games, arts and crafts, food and epic literature of India. Each chapter gives relevant details and explanations. Easy-to-follow activities show American children how to incorporate Indian culture into their classrooms and lives. Highly recommended.

Recommendations from class participants:

- **Coerr, Eleanor.** ***Sadako***
  Grade 3
  Sadako is a young girl dying of leukemia as a result of the bombing of Hiroshima 10 years earlier. Her hope, seen in her folding cranes (a symbol of long life), becomes the symbol of hope for peace. (A. Petrakis, teacher)

- **Demi.** ***Kites: Magic Wishes That Fly Up to the Sky.***
  Grades 1-5
  ISBN# 0-375-81008-0 (picture book)

This book takes place in Ancient China. Its focus is on different kites and what flying a kite meant in this particular story. Each animal is symbolic, and the symbolism is well described. The ending has a wonderful step-by-step guide to making a kite. This is a great book for the 3rd grade Social Studies Strand in the California State Framework for Social Studies on Continuity and Change. It shows an ancient form of government. Also in studying the cultural landscape of California and the importance of the Chinese in Californian history, this is a good book to use showing how Chinese traditions have changed or stayed the same, especially among the Chinese that came to California. Moreover, the kite making integrates art. (Z. Salameh, teacher)

- **Lee, Jeanne M.** ***The Song of Mu Lan.***
  Front Street, Inc., Arden, N. C.
  Grades K-6 (6th Grade SS) (picture book)
  This is an easy-to-read picture book which is a translation of a Chinese folk poem of ca, 500 A.D. The Chinese characters are printed along with the English language. Detailed illustrations help to provide some understanding of life in those times. It is the story of a girl who goes off to war for ten years in place of her father. The detailed illustrations of warriors on horseback, with spears poised, would appeal to children in all grades, but sixth graders may directly relate it to their studies. The inclusion of the Chinese character text would fit well into a communications unit. (P. Harre, teacher)

- **Louie, Ai-Ling.** ***Yeh-Shen.***
  Grade 3
  Held forth by many as the oldest known version of Cinderella, this story dates back to 9 BC China. Beautifully illustrated by Ed Young, the theme of the fish/fairy godmother character plays throughout the book. Excellent for comparative literature along with Shirley Climo's Egyptian, Persian, and Korean Cinderella stories, among others. (A. Petrakis, teacher)

- **Partridge, Elizabeth.** ***Oranges on Golden Mountain.***
  Grades 3-4
  Though set in US, this book contributes to our understanding of the cultures of Mexico. (See also *Esperanza Rising* for Mexico.) The story relates the children's experiences as immigrants by relating background information of the individuals' native countries, the reason for immigration, and the continuing relationship with the country of origin in some way. Social Studies in grades 3 and 4 - Life in California, compare why and how people came to CA(4), CA economy (fishing)(4), history of the local community(3). (?)

Shea, Peggy Deitz. ***The Whispering Cloth: A Refugee's Story.***
Grade 3
A Hmong child named Mai quietly tells a story as she and her grandmother wait in the refugee camp. Mai's grandmother teaches her to stitch traditional pa'ndau story cloths. Eventually Mai stitches her own story, filling the cloth with pictures

that show the dramatic events of the war. Illustrations include reproductions of authentic stitched story cloths by Hmong refugee You Yang. (A. Petrakis, teacher)

Yep, Laurence. ***The Khan's Daughter: A Mongolian Folktale.***
Grade 3
A young shephard believes his destiny includes both marriage to the Khan's daughter and the ability to meet every challenge placed before him. His most difficult match proves to be the Khan's daughter herself. (A. Petrakis, teacher)

India

- **Atkins, Jeannine.** ***Aani and the Tree Huggers.***
  Grade 3
  Based on true events in northern India, this is the story of a little girl's bravery. Hoping to stop city workers who have come to cut down their beloved forest, Aani and other members of her village try to make them understand how important the trees are, and a single act of bravery helps to save the forest. (A. Petrakis, teacher)

- **Axworthy, Anni.** ***Anni's India Diary.***
  ISBN# 1580890504.
  The first page has a small world map with an arrow pointing out the journey from the US to India. The book then begins with a larger map of India. An arrowed path indicates the route that Anni traveled around India.Anni and her parents are on a 3 month trip to India. Anni keeps track of her days in a diary and the story is told through her entries. A portrait of the culture and landscape emerges both in the text and images. The reader learns much information about transportation, geography, food, religion, people, and more. Cartoon drawings are paired with photos and reproductions of common vacation memborablia such as tickets and postcards.This book is appropriate for use 3-5. Social Studies - Transportation, Geography, Map Skills, Calendar (time and place relationships). Language Arts - Diary writing, journaling. Math - Word Problems, writing and solving. India. (?)
  *****
  A young girl travels around India recording her impressions in diary form. (One imagines the Anni in the story and Anni the author to be one and the same, but the sophistication of the illustrations makes this highly unlikely!) Both urban and rural locales are presented. Illustrations are combined with real momentos such as stamps, postcards, tickets, etc. An engaging, lively introduction to the immense diversity to be discovered in a trip to India. (T. Krista, teacher)

- **Dalal, Roshen.** ***A History of India for Children.***
  South Asia Books.
  ISBN# 0670876062
  Grades 4-7
  (This is not a literature book but I include it here because it supports the 6th Grade

unit on India so well.) This is a book of 397 pages, with ample line drawings and maps (black and white). Its format would simplify researching, in that topics are arranged chronologically from the early Indus Valley civilizations to 1947 and independence. Unfortunately, there is no index in the back. However, the 55 chronological chapters have quite descriptive headings. The print is easy to read and the style appears to be geared to a young audience of Grades 4 through 6 or 7. (P. Harre, teacher)

Demi. ***One Grain of Rice.***
ISBN# 0-590-93998-X
Grades K-12
Subtitled *A Mathematical Folktale*, this excellent tale is so much more. This story, with its exquisite illustrations and well-written text, will engage all students from kindergarten through the twelfth grade. A short explanation on the illustrations and the traditional version is offered, and, as an afterward, the mathematical formula on whihc the tale is based is given.
A raja, who has been collecting rice in case of a famine from the farmers in his province, refuses to share the rice when the catastrophe occurs. Rani, a clever village girl, does a good deed for the raja and is rewarded with an opportunity to choose her awarsd. She asks for just one grain of rice, doubled every day for thirty days. In the end, Rani receives a total of more than one billion grains of rice which teaches the raja about fairness and wisdom. (T. Gallagher, teacher)
*****
When a raja offers a reward for a good deed, a young girl asks only for one grain of rice, doubled each day for 30 days. Rani uses her skill in mathematical thinking to outwit and to secure food for her starving people. (A. Petrakis, teacher)

- **Jendresen, Erik.** ***Hanuman.*** **(Based on Valmiki's** ***Ramayana.*****)**
Tricycle Press. 1-883672-78-3
Grades K-5+ (picture book)
This is a good introduction to the *Ramayana* for elementary-age kids. Hanuman, the monkey, is personable and tells a good story. Some of his exploits may be scary due to dark-toned and fierce illustrations. Overall the book seems to solve that problem. The text drops in great one-line value lessons with ease. (S. Hott, teacher)

- **Rodanas, Kristina.** ***The Story of Wali Dad.***
(picture book)
Grades 3-5
Wali Dad is a simple Indian farmer leading a simple life. After many years of labor he amasses a pot of coins. After much thought, he finally purchases a gold bracelet at the market, something so beautiful he feels unworthy of owning it. He decides to give it to one more worthy -- a princess. One thing leads to another and when he begins receiving gifts in return, Wali Dad finds life to be much more complicated than he imagined. This is a retelling of a story retold from a book of

stories published in the early 20th century. As such, one wonders how much authenticity is left. A mildly interesting story about selflessness and its rewards. (T. Krista, teacher)

- **Shephard, Aaron. Illustrated by Vera Rosenberry.** ***Savitri, A Tale of Ancient India.***
  Grades 2-6 (picture book)
  A retelling of a classic tale of courage and love from the *Mahabharata*. A young princess, Savitri, is so beautiful, people think of her as a goddess. But it is her mind and heart that make her a heroine. An interesting retelling of a story from one of the world's most significan ancient texts. Recommended. (T. Krista, teacher)

Latin America

- **Rodriguez, Luis J. Illustrated by Carlos Vasquez.** ***America Is Her Name.***
  Curbstone Press, Willimantic, CT, 1997. ISBN 1-880684-40-3 (picture book)
  Grades 2-4.
  America is nine years old. She is a Mixteca Indian girl who was born in the mountains of Oaxaca, Mexico. This story is about her life in the Pilsen barrio in Chicago. America wonders why sometimes others treat her like she doesn't belong. "How can that be," she says. "How can anyone be illegal! She is Mixteco, an ancient tribe that was here before the Spanish, before the blue-eyed, even before this government that now calls her 'illegal'." One day Mr. Aponte, a poet from Puerto Rico, visits her class at school. America loves poetry. As she discovers her talent for writing, America gains a new sense of belonging. "A poet, America knows, belongs everywhere." I loved this story for its message about writing. The authenticity of the story comes through in the details of America's daily life, as well as the engaging illustrations. (C. Owen, school librarian)

- **Ryan, Pamela Muñoz.** ***Esperanza Rising.***
  This book works well with Social Studies grade 4 - Life in California, compare why and how people came to CA(4), CA economy (agriculture)(4).
  Though set in US, this book contributes to our understanding of the cultures of Mexico. (See also *Oranges on Golden Mountain* for China.) The story relates the children's experiences as immigrants by relating background information of the individuals' native countries, the reason for immigration, and the continuing relationship with the country of origin in some way.(?)

- **Zubizarreta, Rosalma.** ***The Woman Who Outshone the Sun/La Mujer Que Brillaba Aun Mas Que el Sol.***
  Grade 3
  This bilingual edition tells a story form the Zapotec Indians of Oaxaca, Mexico about a stranger whose unusual connection to nature arouses suspicions in the village where she suddenly appears. When the younger people, afraid, drive her

away, the river goes with her leaving a desert until the people beg for her forgiveness. (A. Petrakis, teacher)

Middle East

- **Heide, Florence Parry and Judith Heide Gilliand. Illustrated by Ted Lewin.** ***The Day of Ahmed's Secret.***
  Lothrop, Lee & Shepard 1990. 0-688-14023-8 (picture book)
  Grades K-5+
  Ahmed is a likeable boy. He moves about Cairo with ease and persistance. His Cairo has street vendors, merchant stalls and ancient history. While he works hard at lifting jars, he dispenses wisdom and waits patiently to tell his family his secret. At the end of his day, his shared secret brings a great smile to his face and warmth to the reader's heart. Wonderful illustrations. (S. Hott, teacher)
  *****
  This book is about a little boy who lives in Cairo. Initially the boy announces that he has a secret but that he would share this secret at the end of the day. The plot of the story is very simple. The reader is led on a journey through the city of Cairo as the boy performs his daily tasks. Through metaphor and other delightful expressions, the boy conveys to the reader his engagement and interpretation of his world and environment. Finally the boy concludes his day's work and returns home to share his secret with his family: "I can write my name," he announces proudly.
  This story includes material that could be used for the following concepts or themes: geography, map skills, people, places, environment, family, values, respect, self-confidence, and obedience. (L. Morris, teacher)
  *****
  As young Ahmed goes about his deliveries, guarding his secret, the reader receives a tour of the streets and marketplaces of Cairo. At the end of the day Ahmed reveals his secret: he has learned to write his name. (A. Petrakis, teacher)

- **Hickox, Rebecca.** ***The Golden Sandal: A Middle Eastern Cinderella Story.***
  Grades K-3 (picture book)
  This is a delightful fairytale from Iraq. The Author's Note is very good because it credits the earliest version of Cinderella as coming from China. (Which we know is accurate). It is an alternative to the Arabian Nights, and adds to the few stories available from this part of the world. Also from reading the Author's Note, it is clear the author has done research on the Cinderella story. (Z. Salameh, teacher)

- **Kimmel, Eric A. Illustrated by Leonard Everett Fishen.** ***The Three Princesses.*** This is a wonderful Middle Eastern tale retold by Eric A. Kimmel. The story line revolves around a princess who is selecting one of threee princes to wed. She presents a challenge to the three princes, and she will marry the one who finds the greatest wonder. This book contains material that leads itself to teaching the following concepts or themes: comparing beliefs, customs, ceremonies, traditions, and social practices of various cultures. This

book is also a great motivational tool for the introduction of decision-making and cooperative learning. (L.Morris, teacher)

- **Lewin, Ted.** ***The Storyteller.***
  0-688-15178-7 (picture book)
  K-5+
  A boy and his grandfather walk through the old city to reach their place to lay down their rug and begin to work. After a crowd gathers, Grandfather begins his story uning time-honored techniques. This is a real opportunity to participate in the rich experience of a storyteller in the Middle East. Compelling illustrations. (S. Hott, teacher)

- **Nye, Naomi Shihab. Illustrated by Nancy Carpenter.** ***Sitti's Secrets.***
  Simon & Schuster, 1994. 0-02-768460-1 (picture book)
  Grades K-5+
  A young girl expresses the strangeness that comes from being in unfamiliar surroundings. She tells how she and her grandmother, whom she'd never known, overcome language and custom difficulties. The love they share is made sweeter by the means they find to communicate. A very personal glimpse at a real-life contemporary7 scene in Palestine. Wonderful illustrations. (S. Hott, teacher)

Russia

- **Afanasyev, Aleksandr. Translated by Norbert Guterman.** ***Russian Fairy Tales.***
  Random House, 1976. New York: Pantheon Books, 1973.
  This 19th-century Russian folklorist published collections of Russian folk tales. Approximately 200 tales were first translated into English in 1945; many editions have been published of this book since. This is the definitive source for Russian folk tales.

- **Ginsburg, Mira. Adapted from Daniil Kharms.** ***Across the Stream.***
  New York: Mulberry Books, 1991.
  Adapted from Soviet children's literature, this book tells a charming story, but it has lost some of its original wackiness.

- **Ginsburg, Mira. Adapted from Daniil Kharms.** ***Four Brave Sailors.***
  New York: Greenwillow Books, 1987.
  Adapted from Soviet children's literature, this book tells a charming story, but it has lost some of its original wackiness.

- **Kharms, Daniil. Translated by Richard Pevear.** ***First, Second.***
  New York: Farrar, Straus, and Giroux, 1996.
  Soviet author Daniil Kharms is known for his nonsense poetry and his children's literature. This book follows two boys who set out on a trip--describing what they encounter first, then second, and so on--and meet an amusing group of characters

and situations.

- **Kharms, Daniil. Translated by Jamey Gambrell.** ***The Story of a Boy Names Will, Who Went Sledding Down a Hill.***
  New York: North-South Books, 1996.
  This is a romping account of how Will goes down a hill and picks up a series of characters as they collide with his sled.

- **Kornei Chukovsky. Translated by Gambrell, Jamey.** ***Telephone.***
  New York: North-South Books, 1996.
  This is a translation of a story in poem form by the Soviet children's author, Kornei Chukovsky. The main character receives a number of wacky requests as he answers his telephone. For example, an elephant orders a case of peanut butter, and a pig is looking for a singing partner.

- **Marshak, Samuel. Translated by Richard Pevear.** ***The Absentminded Fellow.***
  New York: Farrar, Straus, and Giroux, 1999.
  Soviet children's author, Samuel Marshak writes about a man in London who tries to get dressed and catch a train, but this fellow from Portobello Road is too absentminded to accomplish any simple task.

- **Marshak, Samuel. Translated by Richard Pevear.** ***Hail to Mail!***
  New York: Henry Holt and Co., 1990.
  In this Soviet children's story, a letter travels around the world as it just keeps missing its recipient at each location.

- **Sokol, Elena.** ***Russian Poetry for Children.***
  Univ. of Tennessee Press, 1984. ISBN: 0870494066
  Contains a good **history of Russian children's literature.**

Reviews and Bibliographies

Reviews/Journals/:

CALIFORNIA DEPARTMENT OF EDUCATION: Recommended Literature: Kindergarten Through Grade Twelve http://www.cde.ca.gov/ci/literature/index.html

MAKING MULTICULTURAL CONNECTIONS Through Trade Books.
"A tradebook is included here if the developers can identify a specific instructional connection between the book and the Montgomery County Public Schools curriculum in reading/language arts, math, social studies, or science. In some instances a specific lesson is also provided to illustrate this model of using a tradebook as a link to an extended learning experience in a specific content area"
http://www.mcps.k12.md.us/curriculum/socialstd/MBD/Books_Begin.html

LION AND THE UNICORN http://muse.jhu.edu/journals/lion_and_the_unicorn/
Journal

AFRICA ACCESS REVIEWS: http://filemaker.mcps.k12.md.us/aad/

"NOTABLE Social Studies Books for Young People," annual lists
National Council for the Social Studies
http://www.ncss.org/resources/notable/home.html

MULTICULTURAL REVIEW: a quarterly journal for teachers at all grade levels, college professors, librarians, administrators, and anyone else who is interested in learning about new developments and trends in the field of cultural diversity.
http://www.mcreview.com/

- Their list of multicultural PUBLISHERS at http://www.mcreview.com/mcrpubdi.htm
- Their BOOK REVIEWS for primary school books at http://www.mcreview.com/revbok13.htm#primary

On-Line Resources

Catalogues/Publishers

SHEN'S http://www.shens.com/

ASIA FOR KIDS http://www.afk.com/

AFRICAN BOOKS COLLECTIVE http://www.africanbookscollective.com/
The Jam Factory
27 Park End Street
Oxford OX1 1HU
United Kingdom
abc@dial.pipex.com
tel: 011-44-1865-726686
fax: 011-44-1865-793298

They have separate catalogs devoted to children's books. Also, they make sure that the publishers in Africa get a large portion of the sales proceeds.

CHILDREN'S BOOK PRESS http://www.cbookpress.org/

MANTRA PUBLICATIONS http://www.mantrapublishing.com/system/index.html (email: mantrapub@aol.com) This catalogue of multicultural and dual language resources includes a list of myths and folk tales, informational books, novels, songs, picture books, and videos and CDRoms. In the U.S., write to Multicultural Books and Videos Inc., 28880 Southfield Road, Suite 183, Lathrup Village, Michigan 48076; tel: 800-567-2220.

Reviews/Journals/:

CALIFORNIA DEPARTMENT OF EDUCATION: Recommended Literature: Kindergarten Through Grade Twelve http://www.cde.ca.gov/ci/literature/index.html

MAKING MULTICULTURAL CONNECTIONS Through Trade Books.
"A tradebook is included here if the developers can identify a specific instructional connection between the book and the Montgomery County Public Schools curriculum in reading/language arts, math, social studies, or science. In some instances a specific lesson is also provided to illustrate this model of using a tradebook as a link to an extended

learning experience in a specific content area"
http://www.mcps.k12.md.us/curriculum/socialstd/MBD/Books_Begin.html

LION AND THE UNICORN http://muse.jhu.edu/journals/lion_and_the_unicorn/
Journal

AFRICA ACCESS REVIEWS: http://filemaker.mcps.k12.md.us/aad/

"NOTABLE Social Studies Books for Young People," annual lists
National Council for the Social Studies
http://www.ncss.org/resources/notable/home.html

MULTICULTURAL REVIEW: a quarterly journal for teachers at all grade levels, college professors, librarians, administrators, and anyone else who is interested in learning about new developments and trends in the field of cultural diversity.
http://www.mcreview.com/

- Their list of multicultural PUBLISHERS at http://www.mcreview.com/mcrpubdi.htm
- Their BOOK REVIEWS for primary school books at
http://www.mcreview.com/revbok13.htm#primary
-

Fairy Tales/ Folklore

SUR LA LUNE: Heidi Anne Heiner's personal annotated versions of European fairy tales -- including photos of representative books. One page showing international Cinderella books. http://members.aol.com/surlalune/frytales/index.htm

TLC - CINDERELLA: The K-12 Teaching and Learning Center Guide to Cinderella resources http://www.k12tlc.net/cinderel.htm

http://www.acpl.lib.in.us/Childrens_Services/cinderella.html

Cinderella links on Children's Literature Web Guide
http://www.ucalgary.ca/~dkbrown/cinderella.html

Little Red Riding Hood project
http://www-dept.usm.edu/~engdept/lrrh/lrrhhome.htm

Complete tales of Brothers Grimm
gopher://ftp.std.com:70/11/obi/book/Fairy.Tales/Grimm

Awards

HANS CHRISTIAN ANDERSEN AWARD Award made to an author and an illustrator, living at the time of the nomination, whose complete works have made a lasting contribution to children's literature. Nominations made by the National Sections of IBBY and the recipients are selected by a distinguished international jury of children's literature specialists. http://www.ibby.org/Seiten/04_andersen.htm

AMERICAS AWARD for Children's and Young Adult Literature The Américas Award is given in recognition of U.S. works of fiction, poetry, folklore, or selected non-fiction (from picture books to works for young adults) published in the previous year in English or Spanish that authentically and engagingly portray Latin America, the Caribbean, or Latinos in the United States. By combining both and linking the Americas, the award reaches beyond geographic borders, as well as multicultural-international boundaries, focusing instead upon cultural heritages within the hemisphere. The award is sponsored by the national Consortium of Latin American Studies Programs (CLASP).
http://www.uwm.edu/Dept/CLACS/outreach_americas.html

The PURA BELPRE AWARD, established in 1996, is presented to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth.
http://www.ala.org/alsc/belpre.html

The TOMAS RIVERA Mexican American Children's Book Award
http://www.education.swt.edu/Rivera/mainpage.html

General On-line Guides and Resources

The CHILDREN'S LITERATURE WEB GUIDE http://www.acs.ucalgary.ca/~dkbrown/
David K. Brown Doucette Library of Teaching Resources University of Calgary

CHILDREN'S LITERATURE ASSOCIATION links
http://ebbs.english.vt.edu/chla/links.html

"A Teacher's Guide to FOLKLIFE RESOURCES for K-12 Classrooms"
American Folklife Center, Library of Congress, Washington 1994
http://lcweb.loc.gov/folklife/teachers.html

The Loose Leaf Book Company is a weekly hour-long radio series for adults that celebrates children's literature.
http://www.looseleafbookcompany.com/thisweek/live/main.html

INTERNATIONAL BOARD ON BOOKS FOR YOUNG PEOPLE (IBBY)
http://www.ibby.org/

USBBY
http://www.usbby.org/

Global Connections: A Conference Celebrating Multicultural Literature for Children and Young Adults USBBY IV / Reading the World IV October 12-14, 2001
http://www.usbby.org/region.htm

Area Specific Sites:

Africa

AFRICA ACCESS REVIEWS: Annotations and Critiques of Children's Materials on Africa This online database contains reviews and annotations of over 900 materials on Africa. These critiques and descriptions were written by university professors, librarians, and teachers most of whom have lived in Africa and have graduate degrees in African Studies. Africa Access Review is a collective response to the critical need for authoritative information about children's materials on Africa. Studies have repeatedly shown that U.S. libraries that serve children contain biased and stereotypical materials on Africa. We hope educators will use the information provided here to build accurate, balanced collections on Africa. http://filemaker.mcps.k12.md.us/aad/

AFRICAN CHILDRENS' LITERATURE AUTHORS - Lillian Temu Osaki
Has biographical information on authors of "literature produced for African children after colonialism" and a list of their publications.
http://web.uflib.ufl.edu/cm/africana/children.htm

India

Khorana, Meena. *The Indian Subcontinent in Literature for Children and Young Adults: An Annotated Bibliography of English Language Books*. Greenwood press, 1991.

Latin America

Recommended Books in English About Latinos from the Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University San Marcos. http://www.csusm.edu/csb/english/

Russia

"K-12 Annotated Bibliography: Russia, Eurasia, and Eastern Europe"
Russian and East European Center, University of Illinois
http://www.reec.uiuc.edu/outreach/bibliography.htm

"Growing Up in Russia, Past and Present: Selected Internet Directories and Websites"
Center for Russian and East European Studies, University of Michigan
http://www.umich.edu/~iinet/crees/outreach/growingupwebsites.html

Literature page of the Russian Culture Library web site. This page has children's books, reference books, and literature, all from/about Russia.
http://www.ltdlimited.com/russia/lit.htm

Outreach to Teachers page
Center for Slavic and East European Studies, UC Berkeley
http://socrates.berkeley.edu/~csees/outreach.html
"Teachers' Links," regional links and current events for Eastern Europe and Eurasia
http://socrates.berkeley.edu/~csees/outreach3.html

Southeast Asia

Michael M. Levy. Bibliography of Southeast Asian Children's Books

Evaluating multicultural books

Beyond Good Intentions: Selecting Multicultural Literature, by Joy Shioshita
This article originally appeared in the September-October 1997 Children's Advocate newsmagazine, published by Action Alliance for Children.
http://www.4children.org/news/9-97mlit.htm

History of Children's Literature

The Evolution of the Illustrated Children's Book: an online version of the catalog produced to accompany an exhibition held at UCLA at the Armand Hammer Museum of Art and Cultural Center, Los Angeles, April 16 through June 29, 1997.
http://www.library.ucla.edu/libraries/special/childhood/pictur.htm

Human Resources

Phyllis B. Bischof, African & African American Collections
390 Doe Library
University of California
Berkeley, California 94720-6000
pbischof@library.berkeley.edu

Tel:510-643-3143 FAX: 510-643-6650
http://www.lib.berkeley.edu/Collections/Africana/

Rebecca Darby-Williams, Reference Specialist, South/Southeast Asia Library
120 Doe Library
University of California
Berkeley, California 94720-6000
http://www.lib.berkeley.edu/SSEAL/

Education/Psychology Library - Children's Collection
2600 Tolman Hall
University of California
Berkeley, California 94720
http://www.lib.berkeley.edu/EDP/intro.html

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Frank Lloyd Wright Building
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Phone: (415) 984-5854 Fax: (415) 984-5856
Folk Art International Resources for Education (FAIRE) promotes international and cross-country education through the hands-on use of folk and ethnic art. FAIRE is a non-profit branch of the Folk Art International Galleries in San Francisco and Menlo Park. "Teaching kits on masks, puppets, folk toys, and quilting traditions, as well as celebration kits for Mexican days of the Dead and Chinese Lunar New Year are available for loan.Cultural discovery kits focus on Africa, China, Indonesia, and Mexico.FAIRE's staff will work with teachers to develop customized resource materials. All resources, kits, and materials are available to Northern California schools and educational facilities only, and require advance reservations."

On-Line Lesson Resources

STUDENT PASSPORT: Glen Worthey began his focus on Russia with an excellent example of a lesson plan for teaching young students about world cultures. After showing his own passport to the class, Glen had given each student a passport-like booklet in which to record their sessions "visiting" countries around the world. The end result is a writing exercise, an outlet for creative expression, and a record about the countries that could later be reviewed. The passport project, which is simple and inexpensive to create, can be downloaded here and photocopied:
www.ias.berkeley.edu/orias/summer2001/passport.pdf

"Choose Your Path" a fifth to sixth grade teaching unit based upon European, African-American and African folktales. One of many useful units that can be found on the Yale-

New Haven Teachers Institute site.
http://www.cis.yale.edu/ynhti/curriculum/units/1993/2/93.02.06.x.html

"Looking at Ourselves and Others," includes lesson plans by grade for introducing global awareness. World Wise Schools, Peace Corps
http://www.peacecorps.gov/wws/guides/looking

"Comparing Cultures" by Mychael Willon. A lesson using Shirley Climo's *Egyptian Cinderella*. http://www.youth.net/cec/cecsst/cecsst.58.txt

"Cinderella in Africa" by Elizabeth Eilers
http://teacherlink.ed.usu.edu/TLresources/longterm/LessonPlans/africa/elieil/

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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